

### **Section 175 Safeguarding Audit Form 2019**

School governing bodies are required under Section 175 (Section 157 for Academies) of the Education Act 2002 to carry out an annual review of their school's safeguarding practice and to provide assurance to the LA and LSCB about how the duties set out in the March 2015 DfE statutory guidance<sup>12</sup> have been discharged. This audit form enables schools to undertake a thorough review of their safeguarding procedures as they are expected to be.

The Designated Safeguarding Lead (DSL) and nominated Safeguarding Governor should work on this audit together. **It must be signed by both Headteacher and Chair of Governors to confirm that they agree the contents on behalf of the full Governing Body prior to it being returned to the LSCB.**

The audit enables you to:

- Assess your school's safeguarding practice, and discuss any obvious issues arising from this audit in terms of patterns of strength and areas for development in the light of your whole-school context.
- Develop an action plan to address any weaknesses or areas for development which have been identified
- Ensure that key people (including the governing body) have access to sufficient information to enable them to make a judgement about the quality of safeguarding within the school
- Report to the Local Authority as required
- Ensure your self-evaluation accurately reflects the school's safeguarding practice
- Assemble your evidence of impact of practice for any Ofsted inspection

This audit should be reviewed annually to record progress against identified priorities and agree actions for the next audit. The S175 audit should be formally recorded within school management and governing body meetings.

#### **Completion and return date :**

Schools are required to complete the audit during between 1 May and 15 July, **sending a copy to the Sefton Safeguarding Children Board Quality Assurance Officer – Neil Massingham ([neil.massingham@sefton.gov.uk](mailto:neil.massingham@sefton.gov.uk)) Tel. 0151 934 3983.**

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<sup>1</sup> March 2015 DfE Statutory guidance: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

<sup>2</sup> March 2015 Working Together <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Sefton LSCB School Safeguarding: Section 175 Audit Tool

<b>Name of School:</b>	<b>Cambridge Nursery</b>
<b>Name of Headteacher:</b>	<b>Debbie Clark</b>

<b>Name of School Designated Safeguarding Lead (DSL)</b>	<b>Role within the Senior Leadership Team</b>	<b>Date last attended LSCB <i>Designated Person Training</i><sup>3</sup></b>	<b>Date when renewal of training is required</b>
Debbie Clark	Headteacher /Head of centre		
<b>Name of Nominated Safeguarding Governor (NSG)</b>		<b>Date NSG last attended <i>Safeguarding Children Foundation training</i>: -</b>	<b>Date when renewal of training is required</b>
Cathy Taylor			

**Sign Off**

Date Audit Completed	
Date Audit Reviewed (if applicable)	
Date completed Audit shared with Governors	
<b>Signed by Head Teacher</b>	
<b>Signed by Chair of Governors</b>	
Date completed Audit sent to Sefton Local Safeguarding Children Board	

<sup>3</sup> \*Please note Safeguarding briefings do not qualify as update training. Working Together to Safeguard Children training followed by the refresher course every two years.

How to complete the audit

Each of the first four columns represents a continuum of development and effectiveness. By highlighting the relevant prompts, or parts of the prompts, across the grid, schools can identify their current strengths and areas for development.

You may wish to add / attach additional comments/evidence to support your judgements. As you complete this audit you should assign an appropriate score from 1 – 4 for each question.

Focusing – <b>Score 1</b>	Developing – <b>Score 2</b>	Embedding – <b>Score 3</b>	Enhancing – <b>Score 4</b>
The school recognises it is at the beginning of a process. What is happening already is identified but there is much more to be done	The school has started to address some aspects but further development is needed to secure and consolidate good practice.	Many aspects are now in place and are beginning to become embedded across the school.	Aspects are embedded fully in whole-school approach and practice. There is whole-school consistency and cohesive practice.
<i>Focusing would be equivalent to 'inadequate' in the eyes of Ofsted and the LSCB in that the school is not meeting the minimum expected standards.</i>	<i>Developing would be equivalent to 'requiring improvement' in the eyes of Ofsted and the LSCB</i>	<i>....Good</i>	<i>....Outstanding</i>

The fifth column poses questions, which the Governor might ask to evidence the statements being highlighted.

**1. Child Protection Policy and Procedure**

Score 1, 2, 3 or 4	Focusing (Score 1)	Developing (Score 2)	Embedding (Score 3)	Enhancing (Score 4)	<u>Questions for Governors</u>
	Q1.1 The school has no Safeguarding and Child Protection Policy currently in place	The school has a Safeguarding policy but it needs updating (ie not been reviewed in the past year)	The school has a Safeguarding policy which is reviewed annually. It is shared with and accessible to families but it is not fully effective in that not all staff are aware of it	The school has an up to date Safeguarding policy which is reviewed annually and ratified by the Governors. Everyone working in the school, including the governing body and regular visitors, knows the policy. It is easily accessible to parents and carers via the prospectus and/or website. Safeguarding procedures are referenced in other policies e.g. bullying, sex education, whistle-blowing.	<ul style="list-style-type: none"> <li>• Do all members of staff know the procedure to follow if they are concerned about a child? How do you know?</li> <li>• What has changed in our Safeguarding policy this year? Why?</li> </ul>
	Q1.2 The lack of safeguarding policy and procedure in place hinders the completion of a safeguarding audit	A safeguarding audit is completed by the DSL	A safeguarding audit (S175) is completed annually, involving the Head, DSL and the nominated Governor for CP	<b>The safeguarding audit is completed and reviewed part way through the academic year to identify where progress and impact has been made and where further developments are required. The safeguarding audit monitors whether all policies (where Safeguarding is referenced) are aligned.</b>	<ul style="list-style-type: none"> <li>• Do our parents understand the safeguarding agenda?</li> </ul>

Score 1, 2, 3 or 4	Focusing (Score 1)	Developing (Score 2)	Embedding (Score 3)	Enhancing (Score 4)	<u>Questions for Governors</u>
	<p>Q1.3 There is currently no monitoring taking place of the effectiveness of the Safeguarding Policy within the school.</p>	<p>The school is beginning to develop a system of monitoring to identify the effectiveness of the Safeguarding policy.</p>	<p>If a weakness is identified the Safeguarding procedures are reviewed and revised immediately.</p>	<p>Evaluation of whole school practice informs the regular monitoring of the policy, including in-house monitoring of individual files for children who are a concern / have Safeguarding issues. All staff are involved in/made aware of any changes made to school procedures following a review. Supervision arrangements are in place for the DSL.</p>	<ul style="list-style-type: none"> <li>• Following this audit how are priorities addressed?</li> <li>• How often are individual Safeguarding files monitored? Who takes part in this process?</li> <li>• How accessible are policies for staff?</li> <li>• How do we know staff are up to date with any changes/updates made to the Safeguarding policy and procedures?</li> </ul>
	<p>Q1.4 Procedures are in place (including what to do about concerns about a pupil) but known only by the DSL</p>	<p>The DSL and members of SLT are aware of procedures (including the Sefton Safeguarding Procedures)</p>	<p>All school staff and relevant Governors are aware of the procedures (including the Sefton Safeguarding Procedures)</p>	<p>All staff, including regular visitors are aware of the procedures (including the Sefton Safeguarding Procedures) and time is allocated during regular safeguarding training/updates for staff to visit and view new and updated procedures. External groups, using the school for extended school activities, are monitored to ensure they have an up to date, effective Safeguarding policy in place and adults involved in the activities are up to date with procedures to follow if they are concerned about a child.</p>	



**2. Training and information to staff**

Score 1, 2, 3 or 4	<u>Focusing</u>	<u>Developing</u>	<u>Embedding</u>	<u>Enhancing</u>	<u>Questions for Governors</u>
	<p>Q2.1 The DSL has not yet received multi-agency child protection training</p>	<p>The DSL has received multi-agency Safeguarding training but not in the past 2 years</p>	<p>The DSL has received multi-agency Safeguarding training less than 2 years ago; most members of staff and the nominated governor have received Safeguarding training less than 3 years ago; and the school has a record of all the training</p>	<p>The DSL and nominated governor have both received training appropriate to their role in the last two years. All staff have received appropriate Safeguarding training during the past 3 years and the school has a record of all the training to monitor take-up. The impact of the training is also monitored within the school.</p>	<ul style="list-style-type: none"> <li>• How do we know whether training is effective?</li> <li>• Who maintains up to date training records?</li> <li>• When were the procedures contained within the parent/volunteer Leaflet and in the staff handbook last reviewed and updated?</li> </ul>
	<p>Q2.2 There is currently no information included in the staff handbook relating to Safeguarding procedures</p> <p>Q2.2a There is no Safeguarding information given to supply, temporary staff, volunteers and visitors to the school</p>	<p>The staff handbook is being developed to include information about Safeguarding procedures</p>	<p>Supply, temporary staff, volunteers and visitors to the school are made aware of the school's Safeguarding procedures and are asked to read a short leaflet which summarises what they should do if they are concerned about a child or if a child discloses to them. Details of Safeguarding procedures are included in the staff handbook.</p>	<p>As embedding; Staff are kept up to date with local and national Safeguarding issues via the designated safeguarding notice board, and the termly local authority safeguarding newsletter is circulated for staff to read</p>	

<b>Score 1, 2, 3 or 4</b>	<b><u>Focusing</u></b>	<b><u>Developing</u></b>	<b><u>Embedding</u></b>	<b><u>Enhancing</u></b>	<b><u>Questions for Governors</u></b>
	<p>Q2.3 The induction programme does not currently include details and information about the Safeguarding policy and the school procedures</p>	<p>The induction programme includes brief information, such as who the DSL is within the school.</p>	<p>The induction for new members of staff includes a section addressing the school's Safeguarding policy and a procedure for what to do if concerned about a child and identifies whom to share information with. The date of their last Safeguarding-training course is confirmed. If training was more than three years ago, the school ensures that further training is attended.</p>	<p>As embedding; Alongside sharing of policy and procedure, advice is given about how the school's concern sheets are completed. Feedback is given to the new member of staff as and when concern sheets are completed.</p>	



**3. Safeguarding pupils/students and the curriculum**

Score 1, 2, 3 or 4	Focusing	Developing	Embedding	Enhancing	<u>Questions for Governors</u>
	<p>Q3.1 There is currently no system (safeguarding file) in place for recording concerns about an <u>individual</u> pupil at the school</p> <p>The Head or DSL never audits individual pupil safeguarding records.</p> <p>Individual pupil safeguarding files do not transfer to a new education provision with the pupil</p>	<p>Concerns are recorded, however there isn't a clear system in place for recording actions and outcomes.</p> <p>Currently not all files have a chronology at the front</p> <p>The Head and/or DSL rarely audits individual pupil safeguarding records.</p>	<p>The school has a system for clear and accurate recording of Safeguarding concerns, actions and outcomes, including consultation with other agencies. Individual files are established once welfare concerns are recognised and each file has a chronology at the front. Safeguarding files are stored confidentially.</p> <p>Copies of Safeguarding files are transferred (separate to academic file) to new school, when a child transfers.</p>	<p>As embedding.</p> <p>The DSL and/or Head teacher also regularly audits the records for quality of recording and actions taken, and shares outcomes and learning with the staff.</p>	<ul style="list-style-type: none"> <li>• How effective are our partnerships with other agencies? How do we know?</li> <li>• When there are concerns about a pupil, how do we ensure appropriate actions are taken?</li> <li>• How do we ensure we listen to the views of our pupils, in relation to feeling safe?</li> </ul>
	<p>Q3.2 Currently relevant staff are not informed of concerns</p>	<p>The school is working to develop a system to ensure relevant staff are informed of concerns.</p>	<p>Relevant staff are made aware of concerns and the need to monitor individual pupils more closely.</p>	<p>Individual members of staff, who the pupil/student feels they can approach and talk to when needed, support pupils who are particularly at risk or have disclosed abuse.</p>	

Score 1, 2, 3 or 4	Focusing	Developing	Embedding	Enhancing	<u>Questions for Governors</u>
	<p>Q3.3 The school does not view Safeguarding as having a place in the curriculum</p>	<p>The school is seeking advice on how to develop opportunities for introducing safeguarding work within the curriculum</p>	<p>The curriculum provides some opportunities for pupils to consider risk situations and explore strategies for keeping safe. The school has a pupil questionnaire relating to feeling safe.</p>	<p>Through PSHE and other curriculum contexts, pupils are encouraged to talk about feelings, are given regular opportunities to comment on how safe they feel at school, are listened to, and know who to they can turn to for help and advice. The school has a pupil questionnaire relating to feeling safe. The outcomes of this questionnaire are used to develop actions for the school council, improving safeguarding across the school and wider contexts. Plus the school is actively involved in events and activities that promote safeguarding / personal safety to pupils.</p>	<ul style="list-style-type: none"> <li>• How do we ensure any concerns are followed up in relation to views about feeling safe?</li> </ul>
	<p>Q3.4 The school does not have an anti-bullying policy (either stand-alone or part of another policy)</p>	<p>The school has an anti-bullying policy but this has not been reviewed in the past 2 years</p>	<p>The school has an anti-bullying policy that has been reviewed in the last 2 years and is consistent with current anti-bullying guidance, and is known to all staff</p>	<p>The school has an anti-bullying policy that has been reviewed in the last 2 years and is consistent with current anti-bullying guidance; all staff know it; and the school also has a pupil-friendly version that has been developed in consultation with pupils at the school. The policy is easily available to parents and carers</p>	

Score 1, 2, 3 or 4	Focusing	Developing	Embedding	Enhancing	<u>Questions for Governors</u>
	<p>Q3.5 The school site is not currently secure</p>	<p>The school is in the process of addressing site security</p>	<p>There are procedures to limit access to the school site and access is only allowed to authorised visitors.</p>	<p>As embedding. The school has clear procedures in place to ensure pupils are safe whilst on site out of school hours.</p>	
	<p>Q3.6 The school does not have a PSHE curriculum that draws on the best practice of the PSHE Association</p> <p><a href="https://www.pshe-association.org.uk/content.aspx?CategoryID=1053">https://www.pshe-association.org.uk/content.aspx?CategoryID=1053</a></p>	<p>A planned programme of PSHE education is being developed that will draw on the best practice of the PSHE association and include the following specific elements:</p> <ul style="list-style-type: none"> <li>• Sex and relationships education</li> <li>• Sexual exploitation awareness</li> <li>• The concept and rules of 'consent'</li> </ul>	<p>A planned programme of PSHE education is being delivered that draws on the best practice of the PSHE association and includes the following specific elements:</p> <ul style="list-style-type: none"> <li>• Sex and relationships education</li> <li>• Sexual exploitation awareness</li> <li>• The concept and rules of 'consent'</li> </ul>	<p>As embedding. The school seeks feedback from pupils about the content and effectiveness of the PSHE and SRE curriculum.</p> <p>Teaching staff who deliver PSHE and SRE have had specific training in the subject areas.</p>	<ul style="list-style-type: none"> <li>• Does the Governing Body know what pupils think about the PSHE and SRE curriculum and if pupils think the curriculum highlights and addresses the risks of social media</li> </ul>

**4. E safety**

Score 1, 2, 3 or 4	Focusing	Developing	Embedding	Enhancing	<u>Questions for Governors</u>
	<p>Q4.1 There is no planned programme of e-safety education</p>	<p>A planned programme of e-safety education is being developed</p>	<p>A planned e-safety education programme takes place through PHSE / ICT / other lessons and is regularly revisited. Pupils / students are aware of e-safety issues and are empowered to stay safe. Appropriate e-safety resources are used. The school is aware of the need to educate and protect vulnerable children who may be put at particular risk from their and others' actions on-line.</p> <p>The E-safety curriculum addresses the risk of on-line sexual exploitation, grooming and radicalisation</p>	<p>A planned e-safety education programme takes place through PHSE / ICT / other lessons and across the curriculum and is regularly revisited. There is breadth and progression. Appropriate e-safety resources are used. The school is effective in the education and protection of vulnerable children who may be put at particular risk from their own and others' actions on-line.</p> <p>The school promotes Online Safety – Protecting children from Radicalisation and Extremism. The E-safety curriculum addresses the threat of Radicalisation through the Internet and Social Media</p>	<ul style="list-style-type: none"> <li>• How do we know that the e safety programme we are delivering is up to date and relevant?</li> <li>• What strategies do we use to try and encourage as many parents and carers as possible to attend the e safety sessions/evenings?</li> <li>• How has our e safety policy changed this year? Why is this?</li> <li>• Do all parents and carers know what an acceptable user policy is?</li> </ul>

Score 1, 2, 3 or 4	Focusing	Developing	Embedding	Enhancing	<u>Questions for Governors</u>
	Q4.2 There is currently nothing in place to support parents/carers with e safety	The school is developing opportunities for parents and carers to be informed about safeguarding children online.	The school website has internet safety links to support and inform parents and carers. Parents and carers know who to contact if they are worried about e safety issues.	An internet safety parents' session/evening has been held during the year.	
	Q4.3 There is no e-safety policy	The school is in the process of establishing an e-safety policy.	The school has an e-safety policy, which is aligned with national, regional and LA policies.	The school has an e-safety policy, which is aligned with national, regional and LA policies and has been developed in consultation with a wide range of staff and pupils/students. There is "whole school ownership" of the policy. The policy is reviewed annually.	
	Q4.4 The school does not have an Acceptable User's Policy (AUP)	The school has an AUP but it is not well known and doesn't cover both staff and pupils	The school has an AUP which is well known but it only covers pupils	The school has an AUP that covers all areas of IT equipment for all staff and pupils, including use of social networking sites. All staff, volunteers and pupils are aware of this policy, it is up to date, easily available and has been ratified by the Governing Body	

**5. Safer Recruitment**

Score 1, 2, 3 or 4	Focusing	Developing	Embedding	Enhancing	<u>Questions for Governors</u>
	<p>Q5.1 Recruitment and selection procedures have not yet been revised in line with DFE guidance 'Safeguarding Children and Safer Recruitment in Education'</p>	<p>Recruitment and selection processes <b>are being reviewed</b> to ensure that they are in line with DFE guidance</p>	<p>Recruitment and selection processes have been reviewed and are fully compliant with the SSCB and DFE guidance and all interview panels include a member who has completed Safer Recruitment training. All adverts and related documentation contain a safeguarding statement. All job descriptions have a safeguarding responsibility. All interviews are face to face and where possible references are requested prior to interview. Any missing information or vague information is followed up during the interview or with the referee</p>	<p>As embedding; Induction for all new staff has a Safeguarding unit which includes safeguarding and safe professional practice guidance.</p>	<ul style="list-style-type: none"> <li>• How regularly do we monitor that we are compliant with all of the statutory requirements around safer recruitment?</li> <li>• Who is responsible for ensuring the single central record is up to date and complete?</li> <li>• Are any other organisations using the school premises, and have they appropriately vetted their staff?</li> </ul>
	<p>Q5.2 Currently the school has not made the relevant checks on individual's suitability to work with children</p>	<p>The school is in the process of ensuring all staff and regular volunteers have enhanced DBS checks, in line with statutory requirements</p>	<p>Successful candidates' qualifications are verified, their identity checked and the right to work in the UK confirmed. Enhanced DBS checks have been carried out for staff and regular volunteers, in line with statutory requirements. Reference requests require information about the person's suitability to work with children/young people.</p>	<p>As embedding</p>	

Sefton LSCB School Safeguarding: Section 175 Audit Tool

Score 1, 2, 3 or 4	Focusing	Developing	Embedding	Enhancing	<u>Questions for Governors</u>
	Q5.3 The Head teacher has not attended safer recruitment training	The Head teacher has attended Safer recruitment training	The Head teacher and at least one Governor has attended Safer recruitment training within the last 5 years (and/or alternative staff who take part in recruitment panels)	As embedding	
	Q5.4 There is no single central record in place	There is a single central record in place but not all checks can be evidenced and not all staff are included.	There is a single central record in place, which indicates that identity; qualifications, CRBs, list 99 and right to work in the UK have been carried out for all staff.	As embedding	

**6. Managing Allegations**

Score 1, 2, 3 or 4	Focusing	Developing	Embedding	Enhancing	<u>Questions for Governors</u>
	Q6.1 Not all members of the senior management team are aware of the Sefton LSCB (Sefton Local Safeguarding Children Board) procedure on how to respond to allegations of abuse made against staff in accordance with DFE guidance	All members of SMT are aware of the Sefton LSCB procedure for managing allegations against members of staff, including awareness of the allegations flowchart	All members of staff are aware of the procedure for responding to and managing allegations against staff, and are clear about how to report any concerns they may have.	As embedding; The allegations flowchart is displayed in the staff room. Where there have been allegations about adults working in the school, there is evidence that the procedure for managing has been properly used by the school, with allegations being reported to the Local Authority Designated Officer (LADO) and clear records kept as required of all incidents and concerns in order that historical patterns can be detected.	<ul style="list-style-type: none"> <li>• How do we ensure that procedure is followed for all allegations made against staff?</li> <li>• How do we ensure all staff have read and agreed to the school code of conduct?</li> </ul>
	Q6.2 There is currently no code of conduct for safe working practice for staff	A code of conduct for safe practice exists (e.g. Guidance for safer working practice for adults who work with children and young people) for some staff groups but needs widening to include everyone who regularly has contact with children. Not all staff are aware of the code of conduct	There is a code of conduct for safe practice, which reflects DFE guidance, which applies to and is known to all staff, visitors and volunteers who come into school regularly. Every member of staff has been given a copy, and have signed to confirm that they have read it	As embedding; The school has regularly discussed safer working practice in staff meetings or training.	<ul style="list-style-type: none"> <li>• What is the process if a member of staff is not adhering to the code of conduct? Is this process clear?</li> </ul>
	Q6.3 There is currently no whistle-blowing policy in place	A whistle-blowing policy is in place but this has not been reviewed for some time and needs updating	The school has an up to date whistle-blowing policy, which is regularly reviewed. All staff are aware of the contents.	As embedding; There is information about the procedure to be followed and the contact details displayed in the staff room.	



Score 1, 2, 3 or 4	Focusing	Developing	Embedding	Enhancing	Questions for Governors
	Q6.4 Currently the Head teacher is not aware of and has not read a copy of the Sefton Local Safeguarding Children Board 'Procedures for managing allegations against people who work with Children and Young People '.	The Head teacher has an awareness of the Sefton Local Safeguarding Children Board 'Procedures for managing allegations against people who work with Children and Young People '.	The Head teacher has read and fully comprehends the Sefton Local Safeguarding Children Board 'Procedures for managing allegations against people who work with Children and Young People '.	The Head teacher and Chair of Governors are both fully conversant with the Sefton Local Safeguarding Children Board 'Procedures for managing allegations against people who work with Children and Young People '. Staff are made aware of the procedure as a part of the induction process.	
	Q6.5 There is currently no guidance in place for the positive handling of pupils.	Guidance on positive handling is in place but has not been reviewed annually and there is a need to circulate to all staff.	The policy and guidance on positive handling of pupils is reviewed annually and disseminated to all staff.	As embedding. Lessons learnt from cases where pupils have had to be positively handled feed into updates to the policy.	

Given the columns, which you have highlighted above, now indicate below what overall level you think your school is working at overall

<b>Focusing</b>	<i>i.e. Mostly 1s</i>	<b>1</b>
<b>Developing</b>	<i>i.e. Mostly 2s</i>	<b>4</b>
<b>Embedding</b>	<i>i.e. Mostly 3s</i>	<b>6</b>
<b>Enhancing</b>	<i>i.e. Mostly 4s</i>	<b>13</b>

Please provide the following information relating to the **academic year September 2018 to July 2019:**

1.

1a	How many <b>child protection Contacts</b> <sup>4</sup> did the school make to Children's Social Care	1
1b	For how many of these <b>Contacts</b> do you have a record of the outcome?	1

2.

2a	Did you receive any allegations about any member of staff during the academic year	YES / <b>NO</b> *	* Delete as applicable
2b	If Yes, how many?		
2c	Of these, how many did you refer to the Local Authority Designated Officer (LADO)?	n/a	

3.

Number of Child Protection Conferences attended (during 18/19)	Number of Child Protection Conferences invited to but not attended (during 18/19)	Number of pupils involved in Child Protection Conferences (during 18/19)	Number of reports provided for Child Protection Conferences (During 18/19)	Number of pupils currently subject to a Child Protection Plan in your school (At the time of writing this)
9	0	5	9	4

4. Date of the most recent whole school child protection training (in school) .....March 19.....(Statutory requirement is at least every three years)

<sup>4</sup> **Child Protection contacts** : this includes any concern which the school passes on to Children's Social Care as meeting the threshold for child protection (in the view of the school) as set out in Working Together

5.

How many staff attended this training?	5
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**School Action Plan**

<b>Objective</b> (what do you need to improve)?	<b>Tasks to be Completed</b> (to achieve the objective)	<b>Lead Person</b>	<b>Completion Date</b>	<b>Completed</b>	<b>Resource Implications</b>
Improve information for parents about safeguarding.	Simple leaflet. More detail at parents briefing session. Information in welcome pack. Website information.				Minimal printing costs.
Evaluate the effectiveness of information given to visitors.	Verbal checks. Questionnaires/ suggestions/ feedback.				n/a
To ensure staff have thorough understanding of safeguarding procedures policy and practice.	Spot checks to be carried out by headteacher and deputy DSL's. Establish a safeguarding information noticeboard in the staffroom.				
Ensure supply staff and volunteer's have access to shortened versions of policies and procedures.	Produce a leaflet to be given to all supply and visitors.				
Further improve the children's awareness of safety and safeguarding issues.	Book visits from outside specialists i.e. road safety. Community Police Support.				Need to check costings

Sefton LSCB School Safeguarding: Section 175 Audit Tool

<b>Objective</b> (what do you need to improve)?	<b>Tasks to be Completed</b> (to achieve the objective)	<b>Lead Person</b>	<b>Completion Date</b>	<b>Completed</b>	<b>Resource Implications</b>
Ensure children and staff operate safer working practices in the use of e-safety/ASU policy	Write an e-safety? ASU policy				
Ensure that a code of conduct is available for all staff for safer working practice	Produce a guide to safer working practices.	All senior leaders to work together			
To establish that designated governor is fully conversant on LSCB procedures	Discussion with designated governor	Debbie Clark		Sept 19	
To review policies to establish separate safer handling policy	Review Sefton generic policy and invite all stakeholders to review/adopt.				

End of Section 175 Audit 00.

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